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A COMPARATIVE STUDY - ONLINE GAME ADDICTION & ACADEMIC PERFORMANCE AMONG ADOLESCENTS

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ABSTRACT:

The primary aim of this study was to investigate the correlation between game addiction and academic achievements. The secondary aim was to adapt a self-report to measure game addiction. Hundred and twenty high school and higher secondary students participated in this study. Quota sampling technique has been used. Data were collected questionnaire that include a brief explanation of the aim of the study. The purpose of this study was to explore the relationship between academic performance and online game addiction.

Keywords: Game addiction, academic performance, students.

INTRODUCTION

The Internet is one of the greatest creations and gives everyone in the world with instant access to an endless supply of knowledge and entertainment. This internet era is continuously developing. Day after day internet became a medium through which we share knowledge, communicate, make shopping, chat and play games. The development of computers and faster network accelerated the advancement of internet technology. Game which is considered to be equal to the history of humanity is an indispensable factor for human beings; because, game is one of the major instruments of leisure which is a component forming the society. . Online games have become a very popular leisure activity among children and adolescents in recent years. . Although the Internet could be very productive, it can have a drastically opposing effect. For some people who play online games, the Internet acts as an enabler. It is used to feed an addiction, which by its very definition interferes with daily life, work and personal relationships. . According to a report of Syracuse University on the Science Daily website (2007), online games may have significantly negative consequences, especially in the lives of students, through causing distraction and interfering with important reaction of out-game life actions, such as academic performance, health and social life.

STATEMENT OF THE PROBLEM

The internet is now possible to be accessed in throughout the world and it opens up a whole new world, the world that most of us spend hours browsing weekly or daily, one of the many problems faced due to the widespread of internet and technology is online game addiction. Game is one of the greatest technology industries right now. But now, gaming could make parents worry about their child. Game addiction certainly is a bad addict. This condition make anxious for some side. Gaming addiction is still the mysterious problem, more terrifying than alcohol or drugs addiction. Like the expert from Amsterdam say, they are powerless over their addiction. But these addicts aren't hooked on drugs or alcohol. They are going cold turkey to break their dependence on online games.

The basic questions that arise in the problem statements are:

- How online games affect the adolescent?
- How can internet game affect academic performance?
- What are the reasons of being addicted or hooked on online games?

OBJECTIVES OF THE STUDY

The main objective of the study is to find the relationship between academic performance and online game addiction among the adolescents.

SCOPE OF THE STUDY

This study internet addiction is still fairly new disorder that the mental health professionals are studying on how to formulate any preventions specially students. Since excessive internet use is a problem that can have seriously unforeseen effect in both the user and the people around. Moreover, this focus on the implications of playing computer games causes physical and psychological effects.

This research can provide answers with regards to the problem and thus may also help to find ways on how to gradually stop and prevent this kind of addiction. In this connection, with the gathered information, these may possibly find solutions for internet addiction on the academic performance of some students.

RESEARCH METHODOLOGY

AREA OF STUDY: The study has been conducted on the adolescents and mainly focuses on students of high school and higher secondary in Coimbatore city.

SOURCES OF INFORMATION:

- Primary data - structured questionnaire.
- Secondary data – journals, articles and websites.

SAMPLE SIZE: The sample size of the study is 120 respondents, collected from adolescents with reference to school students.

SAMPLING TECHNIQUE: This is a purposive study and Quota sampling technique has been used. Quota sampling is a method selecting survey participants that is non-probabilistic version of stratified sampling. Quota sampling is useful when time is limited and sampling frame is not available. In stratified sampling, subsets of the population are created so that each subset has a common characteristic such as gender, age etc. This study is equally targeted over the 50%- high school and 50%- higher secondary students. The gaming frequency/time, types of gamers, types of games, social behaviour or relevant information was collected through a 19 survey questionnaire. The samples are collected randomly from the schools in Coimbatore city.

SAMPLING TOOLS: The tools used for the analysis in the study are as follows:

1. Percentage analysis
2. Descriptive analysis
3. ANOVA
4. T-test

LIMITATIONS OF THE STUDY

- It is unaware whether the data collected from the respondents are genuine.
- It only concentrates on the relationship between academic performance and online game addiction.
- The area of study was restricted to Coimbatore city and the sample size is comparatively less for this study.

- It only focuses on school students who are selected from high schools and higher secondary schools in which limits the study.

ANALYSIS AND INTERPRETATION**PERCENTAGE ANALYSIS**

In this study, 50% of the respondents belong to the age group of 16-18 years among them 54.2% of the respondents are boys, with an equal contribution of data that is 50% from high school and 50% from higher secondary school. From the study, it is inferred that 85% of the respondents have siblings and 55% of the respondent's parents are not working. It is observed that 37.5% of the respondents play fighting games, 3-4 times a day for 1-3 hours. It is inferred that 58.3% of the respondents are playing online games for 2 years and 67.5% of them get immersed by the game and 83.3% of the respondents feel proud of their achievements in online games. From this study, it is inferred that 52.5% of the respondents spend 1-2 hours each day on studying and 61.7% of the respondents took steps in controlling playing of online games. From the study, it is inferred 77.5% of the respondents spend time with their family but 60.8% of the respondents prioritize gaming over daily task. In this study, 80% of the respondents play online games to meet different people, 57.5% of the respondents play online games to improve coordination skills, 69.2% of the respondents play online games because they can do things that they are unable to do in real life, 80% of the respondents play online games to show their real self better in game, 80.8% of the respondents play online games because it has enhanced graphics and animation.

DESCRIPTIVE ANALYSIS**RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND ONLINE GAME ADDICTION**

| Particulars | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|------|----------------|
| Fall behind assignments | 120 | 1 | 5 | 1.90 | 0.974 |
| Easily distracted | 120 | 1 | 5 | 2.34 | 1.312 |
| Feel sleepy in class | 120 | 1 | 5 | 2.10 | 1.088 |
| Skip school or homework | 120 | 1 | 5 | 2.73 | 1.257 |
| Marks suffer due to gaming | 120 | 1 | 5 | 2.13 | 1.092 |
| Getting ill due to unhealthy eating habits | 120 | 1 | 5 | 2.53 | 1.223 |
| Fighting with friends | 120 | 1 | 5 | 2.78 | 1.280 |
| Less time on reading and other activities | 120 | 1 | 5 | 1.99 | 1.156 |
| Increase of mobile in school | 120 | 1 | 5 | 3.06 | 1.305 |
| Lack of exam preparation | 120 | 1 | 5 | 2.38 | 1.230 |

(Source: computed)

From this study, based on the high mean rating it has been inferred that in relationship between academic performance and online game addiction most of the respondents have given high rating in the factor 'increase of mobile usage in school'.

ANOVA**RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND ONLINE GAME ADDICTION VS DEMOGRAPHIC VARIABLES**

H_0 = There has been no significant difference between the relationship of academic performance and online game addiction variables and dependent variables such as age, standard, hours spent on gaming and time spent on studying.

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| S.NO | Particulars | | Relationship between academic performance and online game addiction VS Demographic variables | | | | |
|------|-----------------------|------------------|--|--------|---------|---------|-------|
| | | | N | MEAN | SD | F-Value | Sig |
| 1 | AGE | 10-12 | 6 | 3.0667 | .71461 | 3.099 | .490 |
| | | 13-15 | 54 | 2.3352 | .79150 | | |
| | | 16-18 | 60 | 2.3767 | .57264 | | |
| | | 19-21 | - | - | - | | |
| | | | | | | | |
| | Total | | 120 | | | | |
| 2 | STANDARD | High School | 60 | 2.4083 | 0.80933 | 0.061 | 0.805 |
| | | Higher Secondary | 60 | 2.3767 | 0.57264 | | |
| | | | | | | | |
| | Total | | 120 | | | | |
| 3 | HOURS SPENT ON GAMING | 1-3 hrs | 87 | 2.4908 | 0.73416 | 2.914 | 0.037 |
| | | 4-6 hrs | 23 | 2.0565 | 0.55908 | | |
| | | 7-8 hrs | 6 | 2.1167 | 0.34303 | | |
| | | More than 9 hrs | 4 | 2.6000 | 0.21602 | | |
| | | | | | | | |
| | Total | | 120 | | | | |
| 4 | STUDY HOURS | 1-2 hrs | 63 | 2.2968 | 0.56653 | 3.0953 | 0.030 |
| | | 3-4 hrs | 49 | 2.4265 | 0.80046 | | |
| | | 5-6 hrs | 7 | 2.7857 | 0.71514 | | |
| | | 7-8 hrs | 1 | 4.0000 | - | | |
| | | | | | | | |
| | Total | | 120 | | | | |

(Source: Computed)

It has been inferred from the F –ratio value that there is no significant difference between the relationship of academic performance and online gaming addiction based on age and standard, thereby, the null hypothesis is accepted.

It has been inferred from the F-ratio value that there is significant difference between the relationship of academic performance and online gaming addiction based on hours spent on gaming and study hours, thereby, the null hypothesis is rejected.

T-test**RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND ONLINE GAME ADDICTION**

H_0 = There is no significant difference between the relationship of academic performance and online game addiction based on the demographic variables gender and standard.

| Particulars | | Relationship between Academic performance and online game addiction | | | F | Sig |
|-------------|------------------|---|--------|-----|-------|------|
| | | MEAN | SD | NO | | |
| Gender | Boy | 2.3662 | .67135 | 65 | 1.002 | .655 |
| | Girl | 2.4236 | .73383 | 55 | | |
| Standard | High School | 2.4083 | .80933 | 60 | 7.545 | .805 |
| | Higher Secondary | 2.3767 | .57264 | 60 | | |
| TOTAL | | | | 120 | | |

(Source: Computed)

From the analysis, it is inferred that there is no significant difference between the relationship of academic performance and online game addiction based on the demographic variables gender and educational qualification. Hence, the hypothesis is accepted.

SUGGESTIONS

- Gamers can join classes in which they are talented like singing, dancing, painting, practicing yoga etc.
- The gamers engage themselves in extra-curricular activities and spend their time usefully by learning new things.
- Instead of preferring online games adolescents can prefer offline games like problem solving, word puzzles, etc..
- Gamers can prefer novels, story books and can watch series which could increase their social and communication skills.

CONCLUSION

Game addiction has become lifestyle. We need to manage our time not to play online games all the day. Although there are many cons, we have concluded as a group that the pros heavily outweigh them, online gaming helps the development of children, provides a fun and exciting way to pass time and develops teamwork skills, they enhance skills such as technology skills that are required in today's life which is constantly changing and growing. But can also agree that online gaming does have a downside like everything in life, and that use should be limited and online gamers should be aware of the things that can possibly happen if their time gaming is abused. Parents should limit the time their children are allowed to play online, and only allow use if all homework and other commitments are completed. Gaming should be a reward not a given. Remember; do not start online gaming if you know you cannot manage getting addicted to. For those who have already started online gaming, do manage your time and always know the signs of online gaming addiction.

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